DIAGNOSTIC REPORT ON FEMALE ADMINISTRATIVE AND SUPPORT STAFF

A supplement to *Concordia's Thursday Report*

Introduction

Employment Equity as defined by the Employment Equity Policy is, "employment practices designed to eliminate discriminatory barriers that interfere unreasonably with employment options and to provide access to the fullest opportunity to exercise individual potential." (Appendix A) The Commission des droits de la personne du Québec sets out the guidelines for Employment Equity in the **REGULATION RESPECTING AFFIRMATIVE ACTION PROGRAMMES**. The second division, in particular, defines what elements must be included in an Employment Equity Programme. They are:

1) the objectives sought in regard to the greater representation of target group members;

2) the steps required to remedy the effects of an observed discriminatory situation;

3) a time-table for attaining the objectives and implementing the measures proposed to that end; and

4) the control mechanisms that would allow for an assessment of progress made and problems encountered in carrying out the programme and determine any required adjustments.

Objectives shall be expressed in numbers and percentages for each job category, sector or service targeted within an undertaking. The objectives may provide for margins. Objectives shall be established on the basis of an analysis of: 1) staff; 2) availability; and 3) employment procedures in the undertaking.

A question often asked regarding Employment Equity Programmes is: "Are they legal?" The answer is yes. **PART III — AFFIRMATIVE ACTION PROGRAMMES OF THE QUÉBEC CHARTER OF HUMAN RIGHTS AND FREEDOMS**, and in particular sections 86.1-86.7, details.

The question of reverse discrimination is also common. Reverse discrimination assumes that an Employment Equity or Affirmative Action Programme is based on the same kinds of discriminatory principles and practices that already exist. This is absolutely untrue. One of the major objectives of Employment Equity is the identification and elimination of the barriers in employment and mobility in the workplace that have excluded or disadvantaged women in the past. Employment Equity measures, special and corrective, open up opportunities for those who have been excluded. Employment Equity Programmes do not impose any exclusionary practices on any groups in the workplace; they provide for the inclusion of all.

Employment Equity was introduced in October 1986 at **Concordia University** when the Board of Governors unanimously approved the Employment Equity Policy (Appendix A); however, its roots go back to the November 1983 report, **Weaving the Fabric for the Future**. As part of the 67 recommendations in the report many were framed within the context of what was then called "Affirmative Action." The term was recast as "Employment Equity" by Judge Rosalie Abella in **EQUALITY IN EMPLOYMENT: A ROYAL COMMISSION REPORT**, (1984):

> Equality in employment is not a concept that produces the same results for everyone. It is a concept that seeks to identify, and remove, barrier by barrier, discriminatory disadvantages. Equality in employment is access to the fullest opportunity to exercise individual potential.
>
> ***(Abella, p.3)***

The conscious decision to use Judge Abella's term is based on the fact that it is more Canadian in nature and does not imply quotas or tokenism. Employment Equity objectives are numeric and measurable and are supported by measures that will help reflect both today's workforce and society's values in **Concordia University**'s workforce.

Concordia University is ethically, morally and legally obliged to work within the terms of federal and provincial legislation. The University's work plan for the Federal Contractors Programme was approved in July 1991 following a compliance review.[1] **Concordia University** is also committed to the development of educational equity for students.

When the position of Advisor to the Rector on the Status of Women was filled by Elizabeth Morey in October 1985, the office set up a revised and enlarged Committee on the Status of Women [2]to work with a number of groups and report to the umbrella committee. The Working Group on Employment Equity began meeting in March 1986. The goals of the committee were to investigate and recommend on the working conditions of women at **Concordia University** and more specifically, to review issues of employment, pay equity, composition of committees, hiring procedures and statistics, in reference to appropriate gender-balance.

The committee also researched what federal and provincial funding was available for setting up an Employment Equity Programme. In 1987, the Ministère de l'Enseigement supérieur et de la Science (MESS) announced a funding programme for pilot Affirmative Action Programmes. The Office on the Status of Women in coordination with the Office of the Vice-Rector, Institutional Relations and Finance, applied for and received $50,000 initial funding. (Université de Montréal and Télé-Université also received funding to begin Employment Equity programmes.)[3]

The grant was approved in May 1987 and plans were made to hire an Employment Equity Coordinator. Kathleen Perry was appointed in November 1987. Early in 1988 a Consultative Committee on Employment Equity was established to advise the coordinator. The committee included representatives from the various bargaining units and employee associations at **Concordia University**. Members of the committee have included Gabriella Kardos (CUPFA), Pat Freed (CUNASA and Office of the Vice-Rector, Academic), Larry Jeffrey (Loyola Physical Plant), Kai Lee (Technicians), Susan O'Reilly (Human Resources), Kathleen Perry (Employment Equity), Maurice Cohen (Vice-Rector, Institutional Relations and Finance), Marilyn Taylor (CUFA), Pat Winston (NUSGWUE), Pat Verret (CUNASA), Rosalie Taylor (NUSGWUE), Elizabeth Morey (Status of Women), Janice Flood Turner (CUPFA), Hal Proppe (Institutional Relations and Finance), Claudie Solar (Status Of Women) and Joy Bennett (CUFA).

Concordia University is required to present a **DIAGNOSTIC REPORT** to the provincial government including an analysis of staff, availability and employment procedures in the undertaking as stated in the **REGULATION RESPECTING AFFIRMATIVE ACTION PROGRAMMES**. The **DIAGNOSTIC REPORT** must establish that a group, in this case women, has been in a disadvantaged position as employees. In order to define numeric objectives, it must also show that there are women in the available workforce who have the qualifications and skills or who will shortly achieve them. It must also demonstrate and show evidence that there is under-utilization and under-representation of women when recommending the introduction of special measures as part of an action plan.

Initially, it was hoped to complete a **DIAGNOSTIC REPORT** for the entire university, however because of the ongoing Job Evaluation Programme (JEP) at **Concordia University**, and because up-to-date information from the JEP necessary for the availability analysis would not be available until after April 1990, it was decided to publish two **DIAGNOSTIC REPORTS**. It is unfortunate that while the Employment Equity Office did wait for the JEP information, it has not proved as useful as it could have had the JEP also defined specific areas of education and job-related experience as well as revising job titles. The first report dealt with full-time academic faculty who are governed by the Concordia University Faculty Association (CUFA) COLLECTIVE AGREEMENT and the present report with all remaining permanent administrative and support staff.

WORKFORCE ANALYSIS OF FULL-TIME FEMALE ADMINISTRATIVE AND SUPPORT STAFF AT CONCORDIA UNIVERSITY

OBJECTIVES

The three objectives of this section of the DIAGNOSTIC REPORT are:

1) to provide a snapshot portrait of the employment status of permanent female administrative and support staff members at **Concordia University** at given date(s) and time(s);

2) to identify areas/departments where women as employees are under or over-represented; and

3) to provide the groundwork against which progress can be measured.

METHODOLOGY AND DEFINITIONS

Standards had to be set in order to develop this section of the report, including the selection of date(s) for the snapshot portrait, the population to be analyzed, the variables and the source(s), and presentation of the data.

The analysis is divided into two sections. The first section is based on May 31, 1989 data; this is consistent with the date of the diagnostic report on faculty. The second section is based on data provided by the Department of Human Resources on November 13, 1992. The first section includes all permanent full and part-time administrative and support staff, both unionized and non-unionized who had a minimum of nine (9) months service as of May 31, 1989. Budget codes were used to define the occupational categories. All annual salary information was normalized to reflect the salary obtained from working a standard 1827 hours/year. Salary information also re-

1 For further details see the Compliance Review Report, March and July 1991 (Appendices B and C)

2 April 1981 — The Concordia Committee on the Status of Women was first established by Rector John O'Brien to consider and recommend ways of improving conditions for women students, staff and faculty.

3 Other universities which have received funding include Université Laval, UQAM and Université de Sherbrooke.

flected any negotiated salary increments up to May 31, 1989, consequently, the 1989 salary information is prior to the Job Evaluation Programme. Salary adjustments from the JEP took effect June 1, 1989. The salary data for second section does reflect salary adjustments from the JEP. This study does not include information for contracted services staff (e.g., downtown cleaning, security or food services).

Recent 1992 data on permanent staff using similar definitions as above on pp. 25-26 have been provided by the Department of Human Resources for the post-JEP situation and for comparison with the 1989 data.

VARIABLES

The variables for analysis include the following:

- sex;
- category of employment
  - **Senior Administrators** — all persons who report to a Vice-Rector and the Rector (e.g. Deans and Directors) and who are not members of CUFA; this group is also divided into two sub-groupings Senior Academic Administrators (Rector, Vice-Rectors, Associate Vice-Rectors and Deans)and Senior Managers
  - **Managers** — all persons who were paid in the salary code for managers (old budget code 150)
  - **Professionals** — all persons who were paid in the salary code for professionals (old budget code 155) — it does not include professional librarians who are CUFA members
  - **Technicians** — all persons covered by the Technicians Collective Agreement
  - **Administrative Support Staff** — all clerical and secretarial employees as well as library employees who are members of NUSGWUE and VLANPE
  - **Services and Trades** — all physical plant staff including plumbers, electricians, power plant, Loyola maintenance, architectural maintenance and distribution;
- seniority/years of service at **Concordia University** — as calculated from first date hired;
- annual salary (shown in $5,000 increments);
- age (shown in five (5) year range groups).[4]

SOURCES AND PRESENTATION OF DATA

In 1989, **Concordia University** lacked a comprehensive database of human resource information. The University still lacks such a system but the Human Resource Information System is scheduled for implementation in January 1993. However, the personnel information provided by **Human Resources** was adequate to perform the following analysis of the May 31, 1989 data. The data have been verified and cross-checked with two different payroll databases as well as with Human Resources staff when necessary.

The November 13, 1992 data and tables have been provided by the Human Resources Department using similar definitions as the May 31, 1989 data.

The data were downloaded from the mainframe environment and incorporated into a database using Foxbase and Lotus 1-2-3 spreadsheets for analysis. Freelance Graphics and Lotus 1-2-3 were used to create the figures and tables. The analysis that follows is based on totals, averages and percentages as calculated from the data.

Figures 1 and 2 illustrate where women and men were employed within the University by employment category in 1989. Figures 3-5 show information on age, years of service and salary for all employees in this analysis. An overview of the averages of selected parameters comparing the situation of women and men is presented in Table 1. The figures reporting age, years of service and salary and the summary table are repeated for each employment category. The second part of the analysis looks at similar parameters but uses 1992 data.

4 Some records are missing birth dates.

FIGURE 1

The Percentage of Administrative and Support Staff within each Job Category as of May 31, 1989

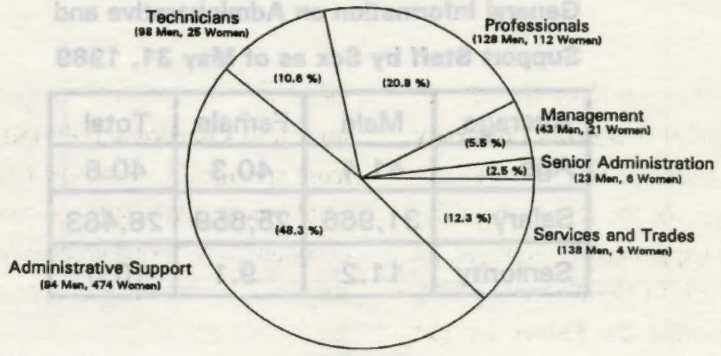


FIGURE 2

The Distribution of Male and Female Administrative and Support Staff within each Job Category as of May 31, 1989

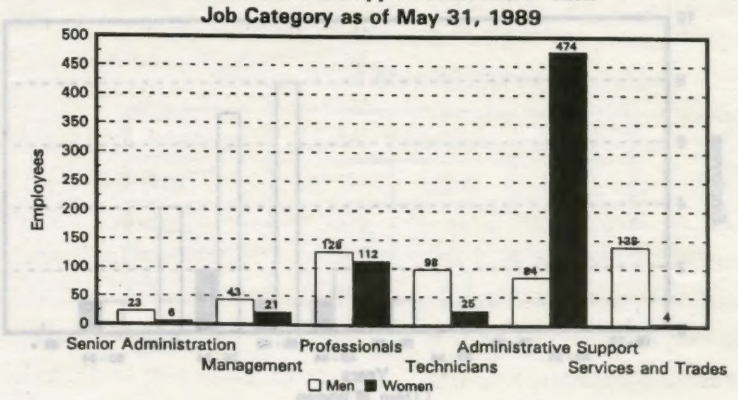


FIGURE 3

Distribution of Male and Female Administrative and Support Staff by Age Group as of May 31, 1989

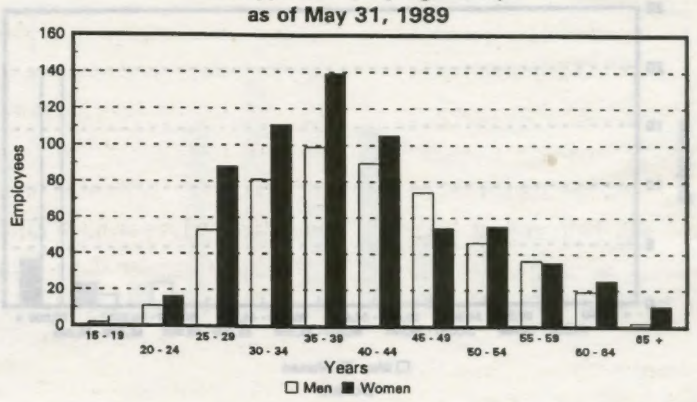


FIGURE 4

Distribution of Male and Female Administrative and Support Staff by Annual Salary Ranges as of May 31, 1989

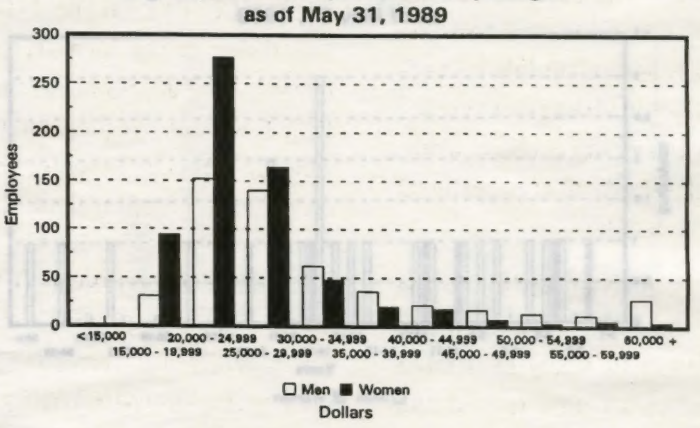


FIGURE 5

Distribution of Male and Female Administrative and Support Staff by Years of Service Ranges as of May 31, 1989

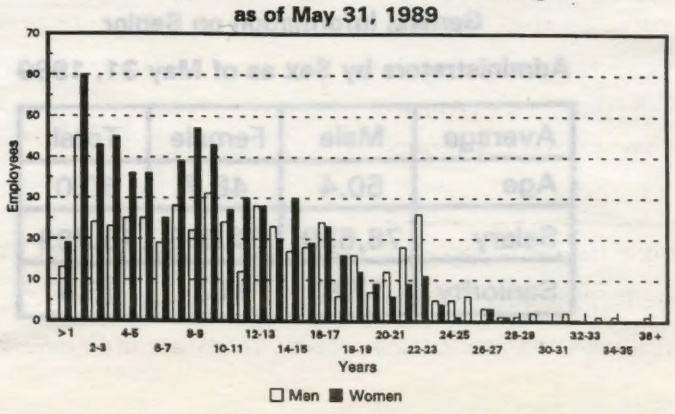


TABLE 1

General Information on Administrative and Support Staff by Sex as of May 31, 1989

Average	Male	Female	Total
Age	41.4	40.3	40.8
Salary	31,966	25,659	28,463
Seniority	11.2	9.1	10.0

FIGURE 6

Distribution of Male and Female Senior Administrators by Age Group as of May 31, 1989

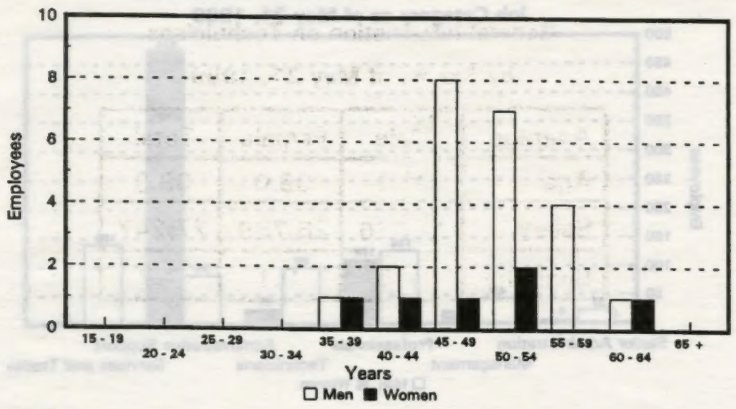


FIGURE 7

Distribution of Male and Female Senior Administrators by Annual Salary Ranges as of May 31, 1989

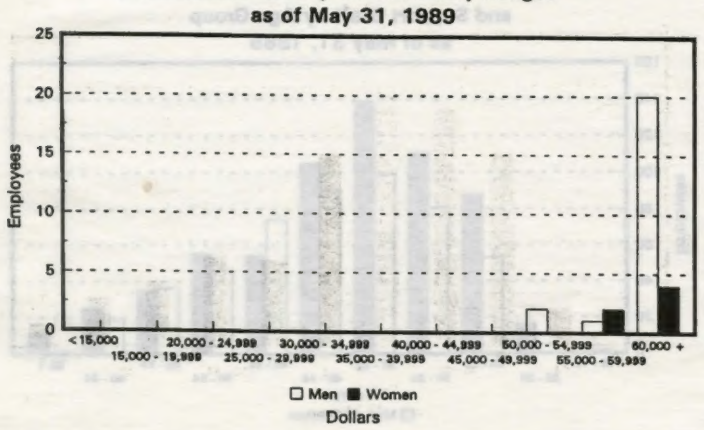


FIGURE 8

Distribution of Male and Female Senior Administrators by Years of Service Ranges as of May 31, 1989

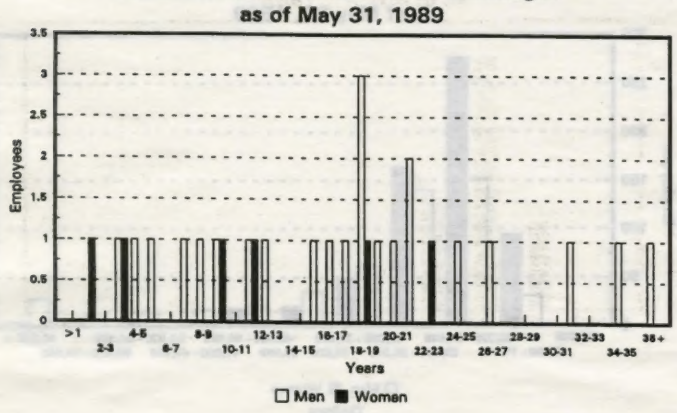


TABLE 2

General Information on Senior Administrators by Sex as of May 31, 1989

Average	Male	Female	Total
Age	50.4	48.7	50.0
Salary	78,639	64,868	75,789
Seniority	17.8	11.1	16.4

FIGURE 9

Distribution of Male and Female Managers by Age Group as of May 31, 1989

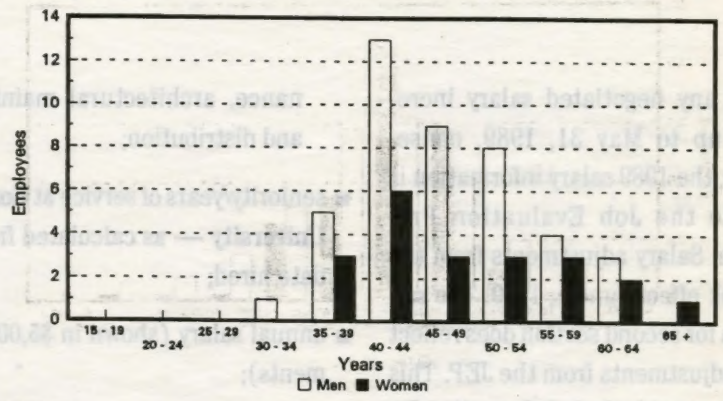


FIGURE 10

Distribution of Male and Female Managers by Annual Salary Ranges as of May 31, 1989

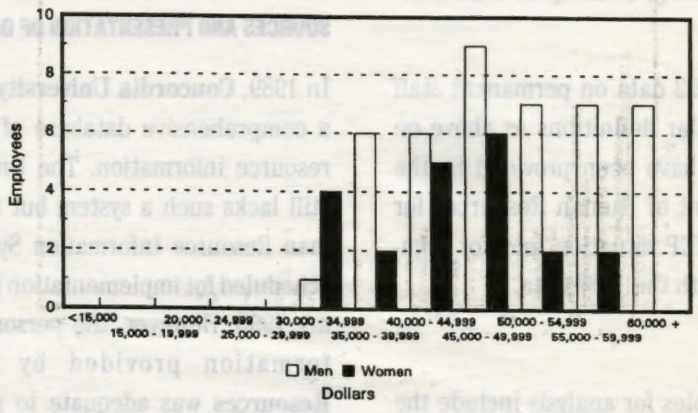


FIGURE 11

Distribution of Male and Female Managers by Years of Service Ranges as of May 31, 1989

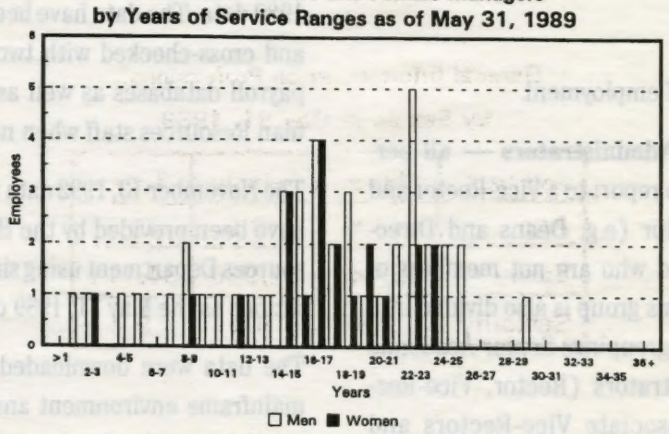


TABLE 3

General Information on Managers by Sex as of May 31, 1989

Average	Male	Female	Total
Age	47.4	49.3	48.1
Salary	50,302	43,576	48,095
Seniority	16.6	16.7	16.6

FIGURE 12

Distribution of Male and Female Professionals by Age Group as of May 31, 1989

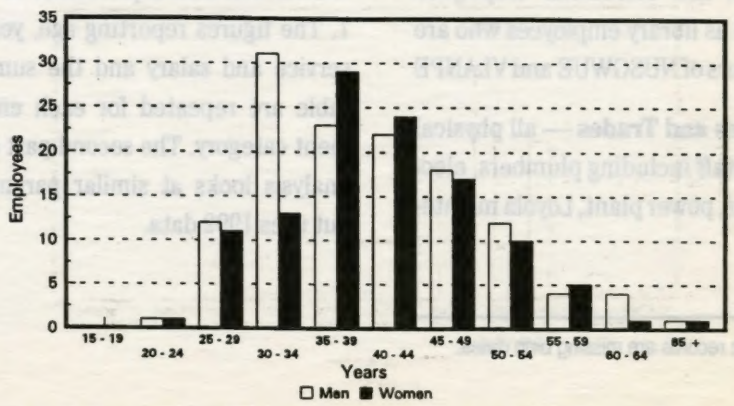


FIGURE 13

Distribution of Male and Female Professionals by Annual Salary Ranges as of May 31, 1989

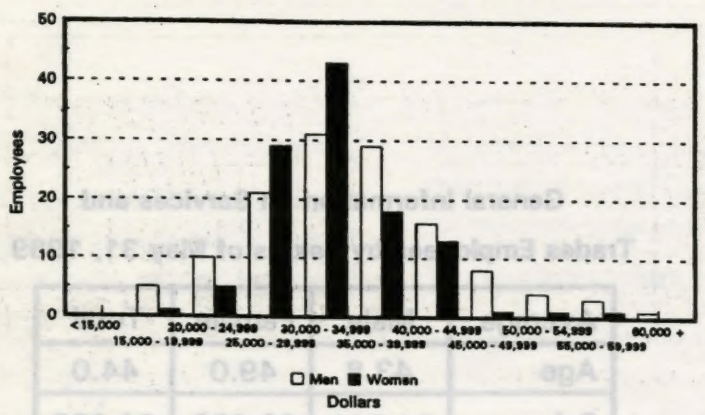


FIGURE 14

Distribution of Male and Female Professionals by Years of Service Ranges as of May 31, 1989

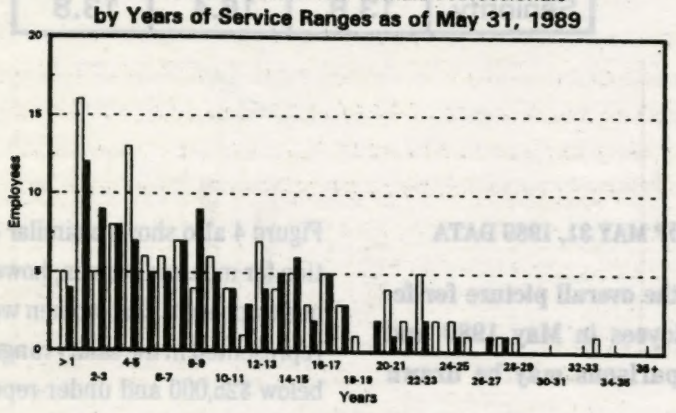


TABLE 4

General Information on Professionals by Sex as of May 31, 1989

Average	Male	Female	Total
Age	40.5	40.9	40.7
Salary	35,145	32,936	34,114
Seniority	9.9	8.9	9.4

FIGURE 15

Distribution of Male and Female Technicians by Age Group as of May 31, 1989

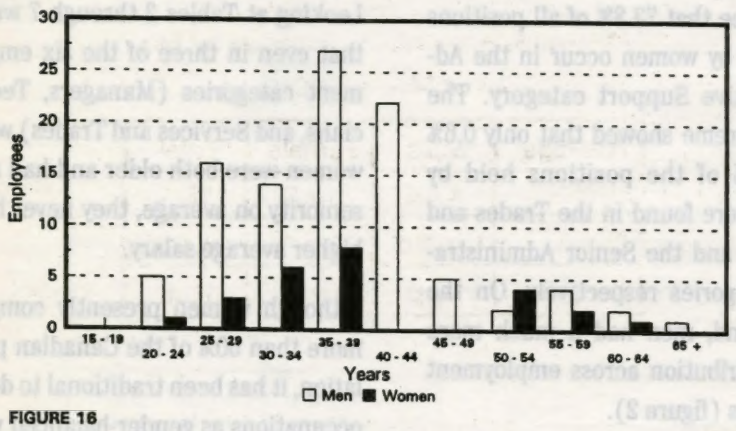


FIGURE 16

Distribution of Male and Female Technicians by Annual Salary Ranges as of May 31, 1989

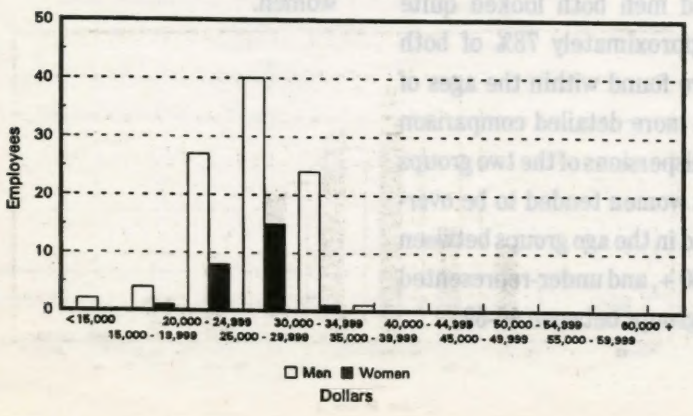


FIGURE 17

Distribution of Male and Female Technicians by Years of Service Ranges as of May 31, 1989

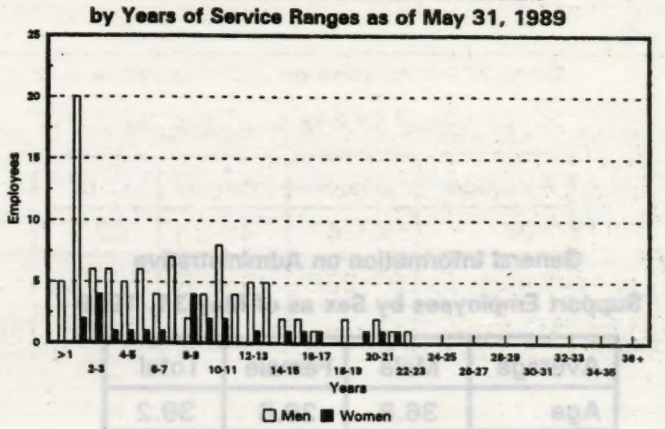


TABLE 5

General Information on Technicians by Sex as of May 31, 1989

Average	Male	Female	Total
Age	38.1	39.0	38.3
Salary	27,376	26,739	27,247
Seniority	7.3	9.1	7.7

FIGURE 18

Distribution of Male and Female Administrative Support Employees by Age Group as of May 31, 1989

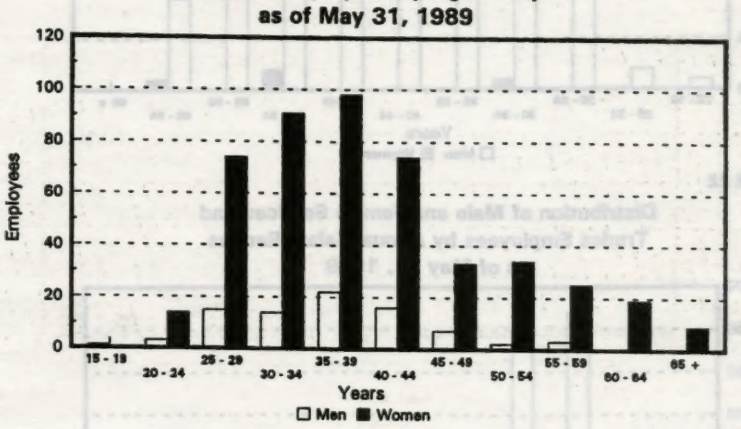


FIGURE 19

Distribution of Male and Female Administrative Support Employees by Annual Salary Ranges as of May 31, 1989

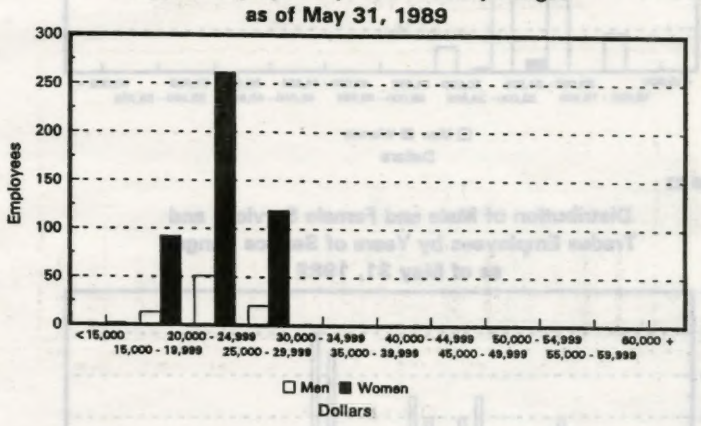


FIGURE 20

Distribution of Male and Female Administrative Support Employees by Years of Service Ranges as of May 31, 1989

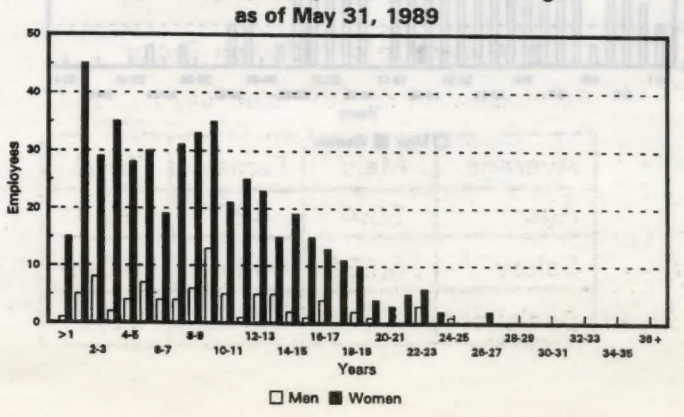


TABLE 6

General Information on Administrative Support Employees by Sex as of May 31, 1989

Average	Male	Female	Total
Age	36.8	39.6	39.2
Salary	22,850	22,618	22,653
Seniority	9.3	8.7	8.8

TABLE 7

General Information on Services and Trades Employees by Sex as of May 31, 1989

Average	Male	Female	Total
Age	43.8	49.0	44.0
Salary	24,333	22,682	24,286
Seniority	13.8	16.4	13.8

FIGURE 21

Distribution of Male and Female Services and Trades Employees by Age Group as of May 31, 1989

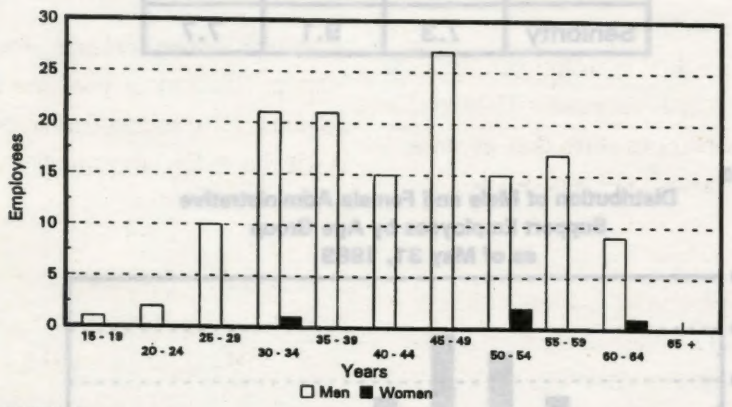


FIGURE 22

Distribution of Male and Female Services and Trades Employees by Annual Salary Ranges as of May 31, 1989

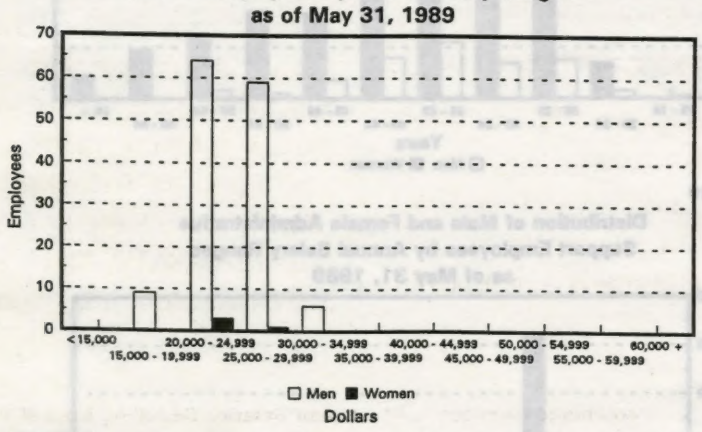
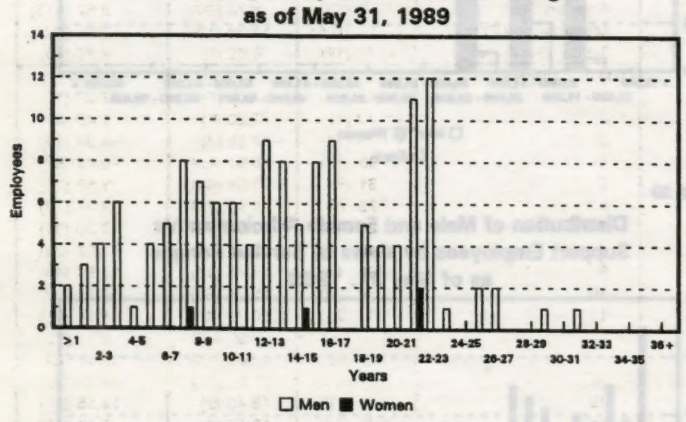


FIGURE 23

Distribution of Male and Female Services and Trades Employees by Years of Service Ranges as of May 31, 1989



ANALYSIS OF MAY 31, 1989 DATA

What was the overall picture for female employees in May 1989 and what comparisons may be drawn from it?

Overall, women held the majority (55.5%) of positions in the administrative and support staff sector; however, this was mostly due to the large number of positions held by women within the Administrative Support category. The Administrative Support category represented almost half (48.3%) of all positions at Concordia University, and was the only employment category where women represented a majority (84.9%) of the employees within an employment category.

Looking at the distribution of female employees across employment categories we see that 73.8% of all positions occupied by women occur in the Administrative Support category. The lower extreme showed that only 0.6% and 0.9% of the positions held by women were found in the Trades and Services, and the Senior Administration categories respectively. On the other hand, men had a much more even distribution across employment categories (figure 2).

Figure 3 shows that age distribution for women and men both looked quite similar. Approximately 78% of both groups were found within the ages of 25 to 49. A more detailed comparison of the age dispersions of the two groups shows that women tended to be over-represented in the age groups between 20-44 and 60 +, and under-represented in the age groups between 45-59.

Figure 4 also shows a similar distribution for men and women; however, it is quite apparent that women were over-represented in the salary ranges falling below $25,000 and under-represented in salary ranges found above $25,000. This also is largely explained by the fact that most women occupied positions in the Administrative Support employment category.

Figure 5 shows us that women tended to have fewer years of service at **Concordia University** than men. Women tended to be over-represented in most years of service ranges under 13 years.

Table 1 shows us that on average men were one year older than women, earned approximately $6,300 more per annum, and had two years more of service at **Concordia University**.

Looking at Tables 2 through 7 we see that even in three of the six employment categories (Managers, Technicians, and Services and Trades) where women were both older and had more seniority on average, they never had a higher average salary.

Although women presently comprise more than 50% of the Canadian population, it has been traditional to define occupations as gender-balanced when 40-60% of the positions are held by women.

The following table looks at employment categories by these definitions.

In 1989, in which categories did men have higher salaries than women? Does age and/or experience [5] explain the difference?

- Senior Administration $13,771.00 — men were 1.7 years older than women and had 6.7 more years of service. Based on an average cost of living increase of 3% per annum the years of service could explain the salary difference.
- Management $6,725.00 — women were 1.9 years older than men and closely matched for years of service. The difference is not explained by age or years of service.
- Professionals $2,209.00 — men and women in this group were approximately the same age but men had one (1) more year of experience. Years of service could explain the salary discrepancy.
- Technicians $637.00 — women were almost one (1) year older and had 1.8 more years of service. The difference is not explained by age or experience.[6]
- Administrative Support $231.00 — women were 2.8 years older than men but men had 0.6 more years of service. Years of service could explain the salary discrepancy.
- Trades and Services $1,650.00 — women were 5.2 years older and had 2.6 more years of service. The difference is not explained by age or experience.

JOB EVALUATION PROGRAMME

Concordia University implemented the Job Evaluation Programme for its 800 non-unionized employees in April 1990. It is a system that uses a closed-response questionnaire and multiple regression analysis. The questionnaire was developed to fit the many different occupational types within this group of employees. The positions covered by the system include administrative support, trades, professional and management.

The main objective was to achieve an evaluation system without gender or occupational bias that has its primary emphasis on internal equity and a secondary emphasis on overall competitiveness with the external market.

Job profiles and position evaluations are retained in the Department of Human Resources.

Expectations were very high of what the JEP would accomplish for employees at **Concordia University**. The JEP has provided narrative job descriptions, basic minimum education and job-related experience and a new salary grid. It did not provide precise information on both education and experience, review job titles or create a position or people database. There has been no formalized follow-up to the JEP; this was supposed to include career planning and performance appraisal.

The figures listed above for the May 31, 1989 salary data do not take into account any distribution of additional money provided for in the Job Evaluation Programme (paid in April 1990 and retroactive to June 1, 1989). The following chart looks at percent changes in salaries as a result of the JEP.

Table 9 Percentage Changes to Placement Salaries Resulting from JEP

As can be seen, significant changes in salaries resulted from the JEP, especially for female employees. **However, it is important to state that no individual salaries were reduced as a result of the JEP.** On average, the percentage change to women's salaries were over double the percentage changes to men's salaries. Has pay equity been achieved through the implementation of the JEP? The JEP has gone towards achieving pay equity relative to its own objectives.

ANALYSIS OF NOVEMBER 13, 1992 DATA

The following charts have been provided by the Department of Human Resources. It is evident that the workforce has changed since May 31, 1989. This kind of change is normal; people change positions, new people are hired, some leave or retire. As well there are also some units which have restructured since 1989 and this is reflected in the data. In addition, there are new units within the University such as MIS, Sexual Harassment, Employment Equity and Institutional Planning. In 1989 there were also several vacant positions such as Vice-Rector, Academic, Director of Computing Services, and Director of the Centre for International Academic Cooperation.

What is the overall picture for female employees in November 1992 and what comparisons may be drawn from it?

As in 1989 women continue to hold the majority (56.8%) of positions in the administrative and support sector; this is still due to the large number of positions held by women within the Administrative Support category. The Administrative Support category represents slightly less than half (48.2%) of all positions at Concordia University, and is employment category where women represent the largest majority (81.0%) of the employees within an employment category. It is also the only category where women make slightly more than men. In 1992, the second highest representation of women is in the Professionals group (53.9%), and followed by Senior Administrators (46.7%). This is a significant increase from 1989 (20.7%).

TABLE 8

Job Categories by Gender Distribution as of May 31, 1989

	JOB CATEGORY	MALE REPRESENTATION	FEMALE REPRESENTATION
GENDER BALANCED (40–60% MEN OR WOMEN)	– PROFESSIONALS	53.3	46.7
FEMALE DOMINATED (MORE THAN 60% WOMEN)	– ADMINISTRATIVE SUPPORT	15.1	84.9
MALE DOMINATED (MORE THAN 60% MEN)	– SENIOR ADMINISTRATION	79.3	20.7
	– MANAGEMENT	67.2	32.8
	– TECHNICIANS	79.7	20.3
	– SERVICES & TRADES	97.3	2.8

TABLE 9

Percentage Changes to Placement Salaries Resulting from JEP

	Men	Women	Men and Women
Overall increase	4.09 (236)	9.84 (488)	7.97 (724)
Job categories:			
Support Staff	6.03 (53)	8.72 (360)	8.37 (413)
Management/Prof.	2.99 (166)	13.03 (127)	7.34 (293)
Trades/Services	8,82 (17)	7.62 (1)	8.75 (18)
Post JEP grades:			
1	n/a	−17.37 (1)	−17.37 (1)
2	−0.40 (1)	3.20 (1)	1.40 (2)
3	−1.71 (11)	−11.55 (4)	−4.34 (15)
4	1.88 (11)	−0.97 (46)	−0.42 (57)
5	3.61 (6)	3.58 (64)	3.59 (70)
6	7.75 (8)	9.51 (70)	9.33 (78)
7	4.26 (11)	10.01 (78)	9.30 (89)
8	6.46 (14)	12.51 (54)	11.27 (68)
9	0.92 (14)	18.78 (34)	13.57 (48)
10	5.84 (22)	15.74 (28)	11.39 (50)
11	5.77 (21)	10.39 (40)	8.80 (61)
12	4.16 (45)	17.00 (20)	8.11 (65)
13	6.22 (19)	16.08 (14)	10.40 (33)
14	3.07 (21)	15.26 (15)	8.15 (36)
15	6.41 (12)	18.40 (9)	11.55 (21)
16	1.71 (11)	10.52 (7)	5.14 (18)
17	1.29 (4)	8.73 (3)	4.48 (7)

5 Years of experience or service are defined from first date hired at Concordia; it does not necessarily mean years of service or experience within the same employment category.

6 In 1990-91 individual salaries of technicians were reviewed and placed on a salary grid to ensure internal equity.

CHART #1: CATEGORY - SENIOR ADMINISTRATORS			
	MALE	FEMALE	TOTAL
GENDER BREAKDOWN	24	21	45
AVERAGE AGE	49	49	49
AVERAGE YRS OF SERVICE	16.38	13.42	15
AVERAGE ANNUAL SALARY	94370.71	71580.33	83735.20

CHART #2: CATEGORY - MANAGERS			
	MALE	FEMALE	TOTAL
GENDER BREAKDOWN	80	49	129
AVERAGE AGE	46	44	45
AVERAGE YRS OF SERVICE	16.72	13.87	15.64
AVERAGE ANNUAL SALARY	53394.48	48909.37	51690.83

CHART #3: CATEGORY - PROFESSIONALS			
	MALE	FEMALE	TOTAL
GENDER BREAKDOWN	107	125	232
AVERAGE AGE	41	41	41
AVERAGE YRS OF SERVICE	9.59	8.15	8.82
AVERAGE ANNUAL SALARY	42675.11	41548.20	42067.94

CHART #4: CATEGORY - ADMINISTRATIVE SUPPORT			
	MALE	FEMALE	TOTAL
GENDER BREAKDOWN	113	483	596
AVERAGE AGE	38	41	40
AVERAGE YRS OF SERVICE	9.41	9.48	9.47
AVERAGE ANNUAL SALARY	27924.66	28184.38	28135.14

CHART #5: CATEGORY - TECHNICIANS			
	MALE	FEMALE	TOTAL
GENDER BREAKDOWN	83	20	103
AVERAGE AGE	41	40	41
AVERAGE YRS OF SERVICE	10.53	9.91	10.41
AVERAGE ANNUAL SALARY	37213.13	34533.95	36692.90

CHART #6: CATEGORY - TRADES			
	MALE	FEMALE	TOTAL
GENDER BREAKDOWN	127	4	131
AVERAGE AGE	43	37	43
AVERAGE YRS OF SERVICE	14.05	9.68	13.92
AVERAGE ANNUAL SALARY	28367.95	24680.07	28255.34

In the Managers category, women now represent 38.0% of the jobs (an increase of 5.2%) and in the Professionals category, women hold 59.3% of all jobs (an increase of 12.6%).

The percentage of women holding Technicians positions is slightly lower, 19.4%.

The percentage of women in the Trades and Services area has slightly increased from 2.8% to 3.1%; this is not due to an increase in the number of women employed in the area but rather a decrease in the number of men.

There may also be a slight shift towards a somewhat more even distribution of women in occupational categories than in 1989.

In 1992, in which categories did men have higher salaries than women? Does age and/or experience [7] explain the difference?

- Senior Administrators $22,790.00 — women and men are the same age but men have 3.0 more years of service. Years of service may explain part of the difference in salary as well as wide variety of jobs included in this category.
- Managers $4,485.00 — men are 2.0 years older than women and have 2.85 more years of service. The difference is explained by age and years of service.
- Professionals $1127.00 — men and women in this group are the same age but men have 1.44 more years of service. Years of service explains the salary difference.
- Technicians $2,679.00 — men are one year older and have .62 more years of service. The difference may partially be explained by years of service and/or age.
- Administrative Support — this is the only group where women make more annual salary than men ($260.00); women are 3 years older but both men and women in this group have the same years of service.
- Trades and Services $3,687.00, men are 6.0 years older and have 4.37 more years of service. Age and years of service explain the difference in salary.

OVERALL CONCLUSIONS

Weaving the Fabric for the Future was published in 1983. Has there been an increase or decrease in the representation of female employees since then?

While the categories used for analysis in 1983 were slightly different[8], there have been some changes. The most significant improvement has been in the Senior Administration. In 1980-1981 there were no women among the 28 persons holding senior administrative posts (Rector, Vice-Rectors, Assistant and Associate Vice-Rectors, and Directors of administrative departments). In 1981 there was one female divisional Dean. As of June 1, 1992 the new Dean of Arts and Science was a woman, Dr. Gail Valaskakis. **Concordia University**

7 Years of experience or service are defined from the first date hired at Concordia; it does not necessarily mean years of service or experience within the same employment category.

8 In order to make some comparisons, percentages have been recalculated using the current job class categories with the statistical information in **Weaving the Fabric for the Future.**

appointed its first female Vice-Rector, Academic, Dr. Rose Sheinen, in September 1989. From 1989-1992, the University also had a female Associate Vice-Rector, Services, Dr. Catherine MacKenzie. In 1992, the percentage of women holding Senior Administrator positions at the University is higher than it has ever been previously (46.7%). It has grown steadily over the past ten years.

There have also been minor improvements in the Services sector. While the University has employed a female apprentice carpenter for some years, in 1991, the first female apprentice plumber was hired. In the summer of 1992, Distribution Services hired three women as summer workers.

In 1981 the percentage of women holding administrative and support staff positions was 54.8%; in 1982, 55.4%. As of May 31, 1989 women held 55.5% of administrative and support staff jobs; in 1992, 56.8% In 1981, 83.9% of those holding administrative support jobs were women, in 1989 the representation was slightly higher, 85%. In 1992, it is 81.0%. There has been no significant change over the years; the profile is virtually unchanged. Administrative support jobs continue to be held by women. Without a more active training programme and career planning, this group will not change and it will continue to be highly concentrated by women.

It is unfortunate that available data do not allow us to look at career progress during those years. Very little historical information was easily available regarding issues such as promotions, leaves, upgrading, etc. An improved Human Resources database scheduled for implementation in January 1993 will allow future reports to examine career progress and movement through the ranks.

AVAILABILITY ANALYSIS

The objectives of this section are:

1. to identify job categories where women are under-represented;
2. to provide an analysis of women who have the required education and experience to undertake a job at **Concordia University** or who would acquire those qualifications within a reasonable amount of time; and
3. to develop and fix realistic objectives for increasing the representation of women as permanent staff where under-represented.

The availability analysis will allow each area/department to see specifically where it stands. Departments may need to expand their traditional manner of recruitment in order to attract more female candidates.

METHODOLOGY

The **Québec Commission of Human Rights and Freedoms** provides technical assistance using **Statistics Canada** data on appropriate databases, mainly the Canadian Census.

Since the JEP was expected to provide up-to-date information regarding education and experience, work on this chapter did not begin until April 1990. In April 1990, the Employment Equity Office hired two assistants to help classify all administrative and support staff positions at Concordia University according to Standard Occupational Classification (SOC) codes. This process is particulary problematic for universities. The SOC codes presently available were published in 1980 and reflect the jobs of the 1970s. The job titles used at **Concordia University** do not always reflect the titles used in the private sector, nor does the classification scheme define education and experience required for specific jobs. Job titles were not reviewed or revised as past of the JEP.

The Commission requires education, experience and SOC codes for their analysis, as well as information regarding jobs leading to the position being analysed and the area of recruitment. Some positions are searched nationally while many are searched locally.

The information supplied by the JEP was the starting point but it is insufficiently detailed for the kind of analysis the Commission requires. Initiaily the Employment Equity Office provided to the Commission minimum education and experience requirements for jobs as defined in the JEP grid on education and job-related experience. The minimum formal education includes nine levels; they are some secondary school, secondary V diploma, Certificate of Collegial Studies, Second Year DEC General, Third Year DEC Professional, Bachelor's Degree, Post-Graduate Diploma, Master's Degree and Doctorate Degree. The ranges for minimum job-related experience are 0-1 year to plus seven years. While levels of education were defined, actual areas of study or specialization are missing. The Commission has requested more detailed information about the field of study or specialization of each degree/diploma. As well, the JEP did not review job titles and this has often proved misleading to the Commission's analysts. In the last six months, the Employment Equity Office has gathered information from supervisors and managers regarding more specific education and experience requirements. This information is also being given to the Human Resources Department.

The final review of the SOC codes took place last summer. Currently the Employment Equity Coordinator is meeting with consultants from the Commission to finalize the required details. We decided to publish this report without the availability analysis because it was taking much longer than expected. In addition, since we hope that our best effort in developing a cooperative approach to Employment Equity would be achieved through discussion, we decided to publish this report as a starting point, in the hope that the ensuing discussion would help to improve employment for women at **Concordia University**.

The availability analysis should be completed in 1993. When the final results arrive, they will be available for consultation in the Employment Equity office. Until the results are final, numeric objectives cannot be established.

EMPLOYMENT PRACTICE REVIEW FOR PERMANENT ADMINISTRATIVE AND SUPPORT STAFF

An employment system can be defined as the policies, procedures and methods that carry out the human resources management functions of the organization. It can also be the source of systemic discrimination.

The objective is to identify employment policies and practices which on the surface may seem innocuous and neutral, but may be discriminatory. One should note that although these policies and practices may have been adopted in good faith and may be equally applied to all, they may still exclude women or put them at an undue disadvantage.

A policy or practice is discriminatory when:

1. it creates a distinction, exclusion or preference not based on bona fide job requirements; and/or
2. it is based on criteria specially excluded by Article 10 of the Québec **CHARTER OF HUMAN RIGHTS AND FREEDOMS**.

METHODOLOGY:

The analysis of employment procedures and practices consists of:

1. gathering facts and data about our employment systems through an examination of employment policies and rules at **Concordia University** (including the various collective agreements); and
2. a comparison of these policies with practices, over the past three (3) years, to see if they affect women and men differently.

In analysing employment practices and policies, the key criteria to be used are:

1. Consistency — Is the policy or practice applied in an equitable manner?
2. Validity — Is the practice objective and does it accomplish its predictive or evaluative function?
3. Business necessity — Is the practice necessary for safe or efficient business operations?
4. Legality — Does the practice or policy conform to existing human rights legislation regulations?
5. Job-relatedness — Is the practice based on bona fide occupational requirements?

Overall, do elements in our employment system have a disproportionate impact on Women? Is there an adverse impact on women? Do Concordia University's employment policies and practices exclude women?

Concordia University had eight staff unions and employee associations in 1989[9]. Because each union has its own collective agreement, Employment Equity clauses and initiatives have to be negotiated into each collective agreement. The new collective agreement for the faculty association has already achieved this commitment for women.

A preliminary review of **Concordia University**'s employment systems for administrative and support staff appears below. It has been prepared by unit heads in Human Resources using the **Employment Systems Review Guide** provided by Employment and Immigration Canada. Because it was prepared for the Compliance Review for the Federal Contractors Programme, it discusses all four designated groups. It was written to discuss not only the issues regarding women, but also the other three groups, as part of an education campaign to heighten awareness. The results must now be reviewed with respect to adverse impact. Afterwards, a similar set of guidelines will be prepared for faculty and unit reviews. This is particularly important since hiring is decentralized and the applications of actual methods and procedures may vary widely from one area to another.

RECRUITMENT AND SELECTION

With some exceptions (noted below), **Concordia University**'s recruitment of employees for administrative and support positions is handled by the Department of Human Resources. Exceptions are senior administrative positions (e.g. Vice-Rector), library positions governed by collective labour agreements and research grant positions. Even within these "exceptions," there are occasions when the Department of Human Resources is called upon to provide a recruiting service for research funded positions, or an entry level position in the libraries, that could not be filled from within the bargaining unit.

APPLICATION FORMS

The application form for administrative and support positions is completed only by external job applicants. It has been designed (most recently reviewed in 1990) to comply with Québec human rights legislation, and the Québec language laws. It includes the statement, "**Concordia University** actively supports Employment Equity." The language used on the application form is gender-balanced.

The application form provides the applicant with the opportunity to indicate career interests, skills, paid work experience, volunteer work experience and other interests which may complement their portfolio. There is also the option to indicate "choice" of work schedule, "choice" of location (i.e., SGW/Loyola Campus), availability, desired salary, etc. All applications received are reviewed by an employment officer, and acknowledged in writing. Retention time is a minimum of six (6) months.

INTERNAL RECRUITMENT

Job Postings

Concordia University is committed to promoting from within. In keeping with this policy all qualified internal candidates are considered before external applicants.

Since February 1991, job postings have included the following statement: "**Concordia University** is committed to Employment Equity and encourages applications from women, aboriginal peoples, visible minorities and disabled persons."

Job vacancy notices are distributed throughout the University community at large by general mail delivery. Direct mailings are made to specific individuals/offices (e.g., staff associations/unions) to ensure widespread knowledge of available positions.

If the vacant position falls within a bargaining unit, the posting follows the provisions contained within the appropriate collective agreement.

The recruitment process, with respect to hiring, transfers and promotions, and compensation, has conformed to **Concordia University** policies and procedures negotiated with the staff association (CUNASA) and collective agreements negotiated with the various union groups.

The University's promotion from within policy is a motivator for career development, and protects job opportunities for internal employees; however, it has the potential to restrict entry of qualified external individuals, or, allows them into more junior positions which are less attractive to internal employees. Exceptions to this may occur when the vacancy is in a highly specialized or technical area.

Term replacement appointees and temporary employees are considered as external applicants, although much

9 Since 1989, three new unions have emerged. The Concordia University Support Staff Union (CUSSU) was accredited in June 1991. It has 500 members, 400 of whom are women. The membership consists of secretaries, clerks, administrative assistants, coordinators, computer operators, security officers and others. They are currently in the process of collective bargaining. As well both Distribution Services and the Architectural Maintenance Group have unionized.

consideration is given to the length of service at **Concordia University**.

Selection of the successful candidate is based ultimately on qualifications, with long service being a significant factor. There is no restriction on the number of times internal applicants may apply.

Job postings contain a brief overview of the duties and responsibilities, the qualifications required (including "equivalences"), the work schedule if it differs from the normal hours of operation, the job grade, title, department, campus, location, posting deadline for internal applicants, minimum salary for grade, contact persons and the application procedure.

Jobs are posted for a minimum of five (5) working days. Copies of all job postings are available for all administrative and support staff to review in the Department of Human Resources and are retained as "active" until filled.

Particular attention is given to gender-balanced wording on job postings in order to present the vacant position as an appealing employment opportunity for women (e.g., groundsperson, ombudsperson and security guard).

Wording is equally important for positions traditionally occupied by women, such as secretarial positions. Many secretarial positions include tasks traditionally associated with women's roles (making coffee, ordering food, tidying boardrooms). Such requirements, if legitimately related to the position, are not included on the job posting, but are discussed at the time of the interview. It is hoped to avoid the entrenched association of women's jobs with "domestic" jobs.

Screening and Selection Interviews

The Employment Unit of the Department of Human Resources receives and reviews all job applications, and conducts initial screening interviews with candidates based on qualifications/potential.

Following the screening interviews, the candidates are ranked, and a "short list" is prepared. Candidates who have completed a successful screening interview, and who possess the qualifications, or, with training, could enhance or expand current qualifications, are included in the short list. The files of the candidates are forwarded to the hiring department for review/discussion, prior to the selection interview.

The Employment Unit, in conjunction with the Training Unit, has held in-house workshops for supervisors/managers, on the techniques of interviewing and selection based on human rights legislation. Handouts from these workshops are made available to hiring departments at the time of recruitment. In addition, the employment officers "coach" the inexperienced "interviewers," and/or attend the selection interview. This participation allows the employment officer to guide the interview as may be necessary, thereby avoiding inappropriate topics/questions, while at the same time, providing the applicant with enhanced opportunity for a successful interview.

If a candidate cannot be found from among the internal applicants, it may be decided to examine others who applied, solicit other employees (e.g., those temporarily employed at the university), do a file search or advertise. The job search continues until a qualified candidate is found.

The selection decision is made by the hiring department, but is reviewed with the employment officer to ensure that it is consistent with policy/collective agreement, and that the criteria for the selection are valid and justifiable. In a situation where the decision to hire an external candidate is justified, the hiring department is required to support the decision in writing. Internal employees who feel that they have been denied a job opportunity unjustly may lodge a complaint through the University/collective agreement grievance procedures.

When the decision to hire is finalized, the employment officer computes the appropriate salary, conducts reference checks as necessary, makes the formal offer, confirms the start date and probationary period, etc. The employment offer is confirmed in writing, indicating the probationary period, salary and benefits. A schedule of dates for performance reviews, along with guidelines for evaluating performance throughout probation, are forwarded to the supervisor at this time.

All unsuccessful candidates interviewed are informed of the hiring decision, verbally and in writing. Unsuccessful candidates may discuss the decision with the employment officer.

Training workshops such as, "How to Prepare a Resume", "How to Prepare for a Job Interview" and "The Hiring Process at **Concordia University**," are available to employees. Employees who are interested in improving their qualifications, or in career planning, are invited to meet with officers from the Employment and/or Training Units.

Performance Appraisal

There is no formal ongoing performance review process for employees at the University other than for Senior Administration and CUFA members.

Newly hired employees, or employees transferred or promoted, are required to complete a probationary period (between three (3) and six (6) months depending on the position). Probationary periods for employees governed by a collective agreement are determined accordingly. The employee and the supervisor are informed of the time frame and dates of the probationary period. Supervisors are given a schedule of suggested dates for conducting the performance review within the probationary period and are advised that employees will be considered to have successfully completed probation, if no action is taken to indicate otherwise.

Probation may be extended as deemed appropriate, in consultation with the supervisor, employee, and employment officer. The performance evaluation form is retained in the employee's personnel file and a copy is given to the employee.

The performance evaluation form is designed to address specific criteria for evaluating performance in an objective way. Comments are reviewed to ensure that the assessment is based on identifiable criteria. It is intended to provide the employee with a clear indication of areas of satisfaction and areas where improvement is required. In addition, the form provides space for employee comments. Employees who do not agree with the evaluation are invited to respond in writing. This response becomes a part of the evaluation process and is included in the employee's personnel file.

At all times, the employment officer is available for consultation, with the employee and/or supervisor. Generally, it is expected that two performance reviews will occur during the probationary period. This number may be increased depending on the nature of the tasks or to correct any problems which may arise.

The performance evaluation form is forwarded to the employment officer. Performance problems are identified, as well as the action to be taken to rectify the problem.

Job Description and Classification

Concordia University implemented the Job Evaluation Programme for its 800 non-unionized employees in April 1990 (retroactive to June 1, 1989). See page 23 for a further description.

EXTERNAL RECRUITMENT

If there are no internal applications for vacant positions, or those received do not meet the desired qualifications, the employment officer may consider applications received, or on file, from external applicants.

External sourcing through networking may also become necessary, as well as external advertising in local newspapers, CEIC offices, specialty schools, etc.

External advertising in local or regional newspapers is infrequent.

As noted previously, all applications and résumés submitted are retained on active file for six (6) months. Exceptions are made for applicants in highly specialized areas, or those who express a keen interest and keep in close contact with the employment officer.

External advertisements include the statement, "**Concordia University** is committed to Employment Equity and encourages applications from women, aboriginal peoples, visible minorities

and disabled persons." Language is gender-balanced.

CAREER DEVELOPMENT AND TRAINING

The University is presently developing a comprehensive Career Development Programme that will enable employees to determine their career goals and opportunities either within or outside the institution. In the meantime, information is available to employees from various services throughout the University to assist them informally in the exploration of their career development. As an example, the Job Evaluation Programme introduced in April 1990 has given employees access to information on job requirements, duties and responsibilities for 800 positions. The documentation is available in the waiting room at Human Resources where employees can peruse the material at their leisure.

Professional career counselling is offered at Guidance Services where one can complete interest and aptitude tests. Individual career counselling sessions are available to employees. Guidance Services is reputed for its extensive career library.

The Employment Unit offers a two hour information session on "Internal Application." This workshop is offered three times a year during the lunch period. Employees who are considering internal transfers in the near or distant future find this session very useful. Preparing for a successful interview and the curriculum vitae are two of the topics covered.

CAREER DEVELOPMENT AND TEMPORARY RE-ASSIGNMENT

University positions that become vacant as leave replacement positions, or positions that are created for a specified period of time to fulfil a particular need, may be opened up initially for internal competition to full-time and permanent part-time employees. Employees who are selected to fill these positions are temporarily reassigned, and are entitled to return to their own positions upon completion of the temporary reassignment, without loss of status or benefits.

Should the reassignment be a position of a higher job grade, the employee will be awarded a monetary stipend to compensate for the increased level of responsibility, or the additional duties assigned throughout the period of the reassignment. The University encourages and supports temporary reassignments as opportunities for administrative and support staff to develop new skills and acquire different work experience that could lead to future promotions.

Reassignment opportunities are posted internally and contain the statement, "internal employees are encouraged to apply." Employees who apply and who have successfully completed a screening interview, are required to obtain written permission from their supervisor before advancing to the final selection interview. This requirement has become part of the hiring process to ensure that the supervisor is agreeing to release the employee for the temporary period, and to hold the employee's permanent position open, on a temporary basis. The supervisor must consider the impact that the temporary "loss" of the employee will have on the department; however, refusal to grant permission must be justifiable and not unreasonable.

IN-HOUSE TRAINING

In addition to on-the-job training, programmes are offered through Staff Training and Development. The annual programme is developed and distributed to all University employees through the **Concordia Thursday Report**.

Workshops are available to all employees with the approval of their supervisor. Presently management programmes are being offered; however, with the Career Development Programme, core managerial programmes will be developed to assist future managers and supervisors in their career objectives.

Programmes in business writing skills, effective communication in business, computers, minute taking, introductory management styles and management of unionized employees are available through Human Resources.

Twice a week, French conversation luncheons are held at the Department of Human Resources.

DEPARTMENT SPECIFIC TRAINING

Training specific to the needs of a department is available upon request (e.g., communication, assertiveness, team building, etc.)

TRAINING FUNDS

Funds are available through departmental budgets to support training and development. Employees must have the approval of their supervisor for both the time and necessary funds in registering for a workshop. The Department of Human Resources tries to offer workshops at no cost or at the lowest cost possible.

CREDIT COURSES

Permanent full-time administrative and support staff, including staff covered by a collective labour agreement, are eligible for a tuition waiver for themselves, their spouses and dependents, for credit courses at the University. In exceptional situations, where the required course for a degree programme is not available during non-working hours, the employee may take the course with permission of the supervisor, provided that the necessary time is made up in a satisfactory manner.

NON-CREDIT COURSES

The Centre for Continuing Education offers a wide range of courses for professional development and special interests.

LIBRARY PRIVILEGES

All employees have access to library privileges upon presentation of their University identification card.

STUDY LEAVE

The University views study leave as beneficial to employees and the University.

Employees occupying permanent positions in the non-union sector of the University have access to study leave. Employees occupying positions as technicians in the collective bargaining unit, are covered by Articles governing this matter. Funded training programmes for employee groups governed in trades and maintenance areas by other collective agreements, have been tabled for negotiations.

Study leaves are intended to provide employees with the opportunity to pursue undergraduate or graduate study, or professional training that will increase or broaden the competence of the employee and enhance their value to the University.

Employees who have completed four (4) years of permanent service with the University are eligible for study leave. Requests must be approved by the respective department head, but granting cannot be unreasonably withheld. Generally, a study leave does not exceed 24 months, and normally does not involve continuous absence from duties and responsibilities in excess of 50%. An employee's remuneration during a study leave is calculated according to a formula depending on the percentage of hours worked.

SELF-FUNDED LEAVE

The University is committed to introducing a self-funded leave plan for administrative and support staff.

LEAVE WITHOUT PAY

Employees occupying permanent full-time and permanent part-time positions in the non-union and union sectors, are eligible to apply for leave without pay for personal reasons. The University will grant a leave of absence provided that there is a justifiable reason. Such leave should be mutually beneficial to the employee and the University, although granting will not be unreasonably withheld. The duration of a leave without pay will generally not exceed 12 months. At the end of the leave without pay, the University reintegrates the employees into the positions they occupied prior to the leave with no loss of salary, status or benefits.

Employees granted a leave without pay must arrange to pay their own and the employer's contributions to any benefit plans they wish to maintain during the leave. Premium payment arrangements must be made before the leave commences.

OCCASIONAL TIME OFF

The University will provide occasional (paid) time off to employees occupying permanent full-time and permanent part-time positions in the non-union and union sectors. Occasional time off is defined as an authorized short-term absence from work for valid, personal reasons. These absences will not normally exceed one (1) day, unless the leave request is for bereavement, marriage, jury duty or change of residence.

Employees may also receive permission for an early departure from work, or late arrival to attend medical, dental, and/or legal appointments.

BENEFIT PLANS

All permanent full-time employees or employees filling full-time contract positions of at least 12 months duration are eligible for participation in the University group benefit plans and are covered by the University sick leave policy, vacation policy and parental leave policy.

Permanent part-time employees or employees filling part-time contract positions for at least 12 months, and working 20 hours per week but less than 35 hours per week, are eligible for participation in the University medical benefits plan. These employees are also covered by the University sick leave policy and vacation policy (**excluding** group life, dependent life, A.D. & D. & L.T.D., compensated parental leave).

Permanent part-time employees or employees filling part-time contract positions for at least twelve (12) months and working less than twenty (20) hours per week are covered by the University sick leave policy and vacation policy (**excluding** all group benefit plans, compensated parental leave).

Temporary full-time, temporary part-time and casual employees are paid vacation pay entitlements upon either termination of employment or at the end of each academic year.

PENSION PLAN

All permanent full-time employees are eligible for membership in the pension plan for the employees of **Concordia University.**

Effective June 1, 1990, in accordance with Québec pension legislation (Supplemental Pension Plans Act — Bill 116) any part-time, temporary or casual employee who in the previous calendar year,

a) completed at least seven hundred (700) hours of employment with **Concordia University**

OR

b) received remuneration equal to or greater than 35% of the maximum pensionable earnings under the Québec Pension Plan,

is eligible to join the pension plan for the employees of **Concordia University**.

PARENTAL LEAVE

All permanent full-time employees or employees filling full-time contract positions for at least twelve (12) months who apply for and are declared eligible to receive unemployment insurance

maternity leave benefits, are entitled to receive the following compensated maternity leave from the University:

a) for each of the two (2) weeks of the waiting period required by the unemployment insurance plan, payment equal to 93% of the employee's regular weekly gross salary;

AND

b) for each of the fifteen (15) weeks for which the employee receives unemployment insurance maternity leave benefits, supplementary payments equal to the difference between 93% of the employee's regular weekly gross salary and the unemployment insurance payment received;

AND

c) for each of the following three (3) weeks, payment equal to 93% of the employee's regular weekly gross salary.

NOTE: The maternity leave allowance paid by the Centre de main-d'oeuvre de Québec is deducted from the University maternity leave benefits payable under item (A).

Upon written request (at least four (4) weeks prior to the expiry of the compensated maternity leave) an employee on maternity leave is granted a leave without pay of no more than two (2) years.

Upon return from maternity leave or the unpaid leave extension, the University reinstates the employee in her regular position and grants her the benefits to which she would have been entitled had she remained at work. Should the regular position of the employee no longer exist, the provisions of the University's employment security policy apply.

NOTE: In accordance with Québec labour standards, employees who are not eligible for compensated maternity leave benefits are entitled to an unpaid maternity leave of not more than eighteen (18) consecutive weeks and to an unpaid parental leave of not more than thirty four (34) weeks.

ADOPTION LEAVE

A permanent full-time employee or an employee filling a full-time contract position for at least twelve (12) months who legally adopts a child of preschool age is entitled to an adoption leave of ten (10) consecutive weeks during which time the adoptive parent will receive compensation equivalent to her/his regular salary. (Only one spouse is entitled to the compensated adoption leave.)

Upon written request (at least four (4) weeks prior to the expiration of the compensated adoption leave), the adoptive parent is granted a leave without pay of no more than two (2) years.

The adoptive parent who does not benefit from the ten (10) week compensated adoption leave is entitled to a compensated leave of four (4) days.

Upon return from compensated adoption leave or the unpaid leave extension,the University reinstates the employee in her/his regular position and grants the benefits to which the employee would have been entitled had she/he remained at work. Should the regular position of the employee no longer exist, the provisions of the University's employment security policy applies.

Note:In accordance with Québec Labour Standards, an employee who adopts a child who has not reached the age of compulsory school attendance is entitled to a parental leave without pay of not more than thirty four (34) weeks.

SEXUAL HARASSMENT POLICY

The **Concordia University** Policy on Sexual Harassment was approved by the Board of Governors on May 16, 1990 and was distributed for inclusion in the University's "C" manual (University Documents and Policies) at the beginning of March 1991. The policy defines sexual harassment and lays down three levels of formal procedure for the lodging and resolving of complaints: administrative resolution by an appropriate authority, mediation and formal hearing by a sexual harassment hearing board.

The policy also makes provision for the establishment of a Sexual Harassment Office staffed by a full-time officer, whose position is permanent. The new officer assumed duties on January 3, 1991.

The mandate of the officer is to provide university-wide education and awareness-training on sexual harassment, to assist and advise complainants, and to facilitate complaint procedures. During the Fall-Winter term of 1992, the officer has focused on informing supervisory staff (teaching and non-teaching) throughout the University of their responsibilities with regard to the sexual harassment policy, and setting up a referral network with various student services.

HEALTH AND SAFETY

The Environmental Health and Safety Office is responsible for ensuring that the various legislative acts concerning health and safety in the workplace and public institutions are adhered to.

Policy matters concerning health and safety are established by the Central Advisory Health and Safety Committee (a parity committee consisting of management, employee, and student representatives) with the assistance of

standing committees (e.g., biosafety, nuclear safety, hazardous material and departmental safety committees).

The office and the central committee have developed and distributed several publications concerning various topics of environmental health and safety in the University. These include the Emergency Response Manual, Video Display Terminals in the Workplace: A Guide, and Fine Arts — Health Hazards and Precautions in Working with Art Materials.

In addition to daily activities, the office conducts various training and information programmes such as first aid/cpr training, laboratory safety, construction safety, fire safety and emergency response training, and WHMIS information and training.

CHILD CARE FACILITIES

The University has two day care centres for the children of students, faculty and administrative and support staff. Garderie Concordia on the Sir George Williams Campus accepts children between the ages of 2 1/2 and 5. Forty-five spaces are available.

Garderie les p'tits profs on the Loyola Campus accepts children from 3 months to 5 years. Thirty-four spaces are available.

REASONABLE ACCOMMODATION

The University is committed to increasing the representation of persons with disabilities within its workforce and will undertake a certain amount of "reasonable accommodation" in order to meet this objective.

Concordia University is committed to accessibility for both students and staff; however, many of its older buildings and annexes are not currently accessible. For new buildings and renovations to current buildings, accessibility is a major concern. Classrooms, laboratories and bathrooms are being redesigned to conform with Canadian standards as much as possible. The University is also investigating voice activated signs for the visually impaired.

Services for disabled students, while primarily oriented to student needs, are also available to faculty and administrative and support staff. The Office of Disabled Students has information on various disabilities as well as general information on the accessibility of the University. There also have a TDD (Telephone Device for the Deaf) and a Braille printer is available on each campus.

STATUS OF WOMEN

Concordia University has been particularly concerned about the status of women and has set up a large number of groups and committees within the University to ensure that women's needs are being addressed. These include:

- the Status of Women Office;
- the University Status of Women Committee;
- the Faculty of Fine Arts Status of Women Committee;
- the Faculty of Arts and Science Status of Women Committee;
- the Faculty of Commerce and Administration Gender Advisory Committee to the Dean;
- the Advisory Committee to the Vice-Rector, Academic on matters related to women;
- the Gender Inclusive Communications Committee;
- the Women in Engineering and Computer Science Initiative Mentoring and Big Sister Programmes;
- the Simone de Beauvoir Institute; and
- the Women's Centre.

TRAINING

The Training Unit of the Human Resources Department currently offers numerous training programmes. In addition, programmes on women in the trades, cross-cultural training (cultural diversity) and working with a person with disabilities should be developed.

OUTREACH RECRUITMENT

The University is committed to outreach recruitment to diversify its workforce and has included it as a goal and part of the work plan.

RECOMMENDATIONS AND PRIORITIES

Female administrative and support staff at **Concordia University** and other Canadian universities are not under-represented overall; they are, in fact, in the majority. The question for female administrative and support staff is not necessarily one of recruitment as it is in the case of female faculty. In order to increase women's representation in all job categories and especially where they are under-represented, Employment Equity strategies need to focus on training, pre-recruitment and career development. We need to remove the glass ceiling that stops women from getting ahead.

Concordia University is committed to Employment Equity for women. We recognize this as both an issue of University policy and the working environment. Our goal is a diversified workforce that includes women at all levels within our institution.

The University is a participant in both the Québec and federal government Employment Equity Programmes. The only significant difference in the programmes is the definition of the designated groups. In the Québec programme there is a sole designated group (women) but in the federal programme there are three additional designated groups (aboriginal peoples, visible minorities and persons with disabilities). While some may feel this takes away from women's issues, we must recognize there are women in the other three groups who suffer not only discrimination as women but double or triple discrimination as members of the other groups.

Appendices B and C discuss in detail the work plan and the background material for the Compliance Review Report for the Federal Contractors Programme. **Concordia University** is already committed to implementation of the plan for the four designated groups. Some of the recommendations below have already been initiated and are included here for discussion.

In 1983, **Weaving the Fabric for the Future** suggested four strategies that

address ways in which we can increase the pool of female candidates for jobs. These ideas are still appropriate today; that is, training workshops are a successful way of improving skills or developing new skills for women, the costs should be affordable and not restrictive, career counselling and pathing should be developed, and the University should actively encourage lateral transfers to encourage women to broaden their experience.

Is there systemic discrimination against female administrative and support staff at **Concordia University**?

Systemic discrimination is difficult to identify and unlikely to be remedied by a single solution. This report looks at the position of women as permanent administrative and support staff within **Concordia University**. On the surface, the review of our employment policies and collective agreements do not lead one to say that it is those systems that deter female candidates. The climate does not appear to be unwelcoming. Why then do we not see women more equitably distributed within the University?

Without the final results of the availability analysis, it is difficult to say specifically where there is under-representation of women, but we do know that women are not equitably distributed or even represented in many areas of the University.

It appears there may be systemic discrimination against female administrative and support staff at **Concordia University**. The discrimination that has occurred may not have been intended or overt but it has had the effect of putting women seeking positions at a disadvantage. Systemic discrimination is pervasive within our employment procedures and attitudes. By its nature, systemic discrimination occurs by omission rather than commission. It is a barrier to women's full participation and potential within the University workforce and society. We believe there are many initiatives to be taken to encourage the full participation of women in the life of **Concordia University**.

The following recommendations are put forth by the Consultative Committee on Employment Equity. Open meetings will be held to discuss the findings of this report.

The long-term objectives of Employment Equity at **Concordia University** are:

- to inform the University community about and sensitize it to the objectives of the Employment Equity Programme and policy at **Concordia University** and to emphasize the University's commitment to full implementation;
- to improve and provide a safe, secure and comfortable working climate for female employees so that they can participate fully in the life of the University;
- to increase the representation of female employees in job categories where under-represented;
- to remove any policies and practices that can be seen as systemically discriminatory;
- to develop mechanisms to monitor and evaluate Employment Equity at **Concordia University**.

SPECIFIC RECOMMENDATIONS TO SUPPORT THE ABOVE OBJECTIVES

In order to work towards the above objectives, the University must take a more proactive approach to Employment Equity. The following recommendations form the basis for discussion and development of an action plan.

1. The University should review and implement a more effective Employment Equity policy.
2. The University should implement a Human Resources Information System that will allow for the collection and analysis of data necessary to evaluate Employment Equity for all **Concordia University** employees.
3. The University should continue to indicate its commitment to Employment Equity for women administrative and support staff in job postings and advertisements.
4. The University should develop action plans to address Employment Equity through consultation with the unions and employee associations.
5. The University should provide the funds and resources to ensure the follow-up of the Employment Equity Programme at **Concordia University**.
6. The University should include Employment Equity objectives in planning discussions and documents.
7. The University should educate and sensitize employees to systemic discrimination and the factors that contribute to a chilly climate for women.
8. The University should review the climate for female employees, i.e., undertake a perception analysis to evaluate where barriers do exist for women employees.
9. The University should develop and conduct a survey of all groups of women every three (3) years to monitor attitudes towards the University climate and services for women.
10. The University should develop a standardized exit interview to monitor the environment, especially for people who move from their jobs without promotion. It should be conducted by staff from Human Resources and Employment Equity.
11. The University should assure the recognition of administrative and support staff who participate on University committees that deal with women's issues.
12. The University should develop and formalize flexible work schedules and job-sharing arrangements wherever possible.
13. The University should continue to maintain and expand child care on both campuses as needed.
14. The University should review the Travel Policy and consider the reimbursement of dependent care fees as an admissible expense.
15. The University should consider creating "people care days" for those with extended family responsibilities.
16. The University should develop guidelines on gender-neutral language.
17. The University should continue to support and maintain the Office on the Status of Women, the Sexual Harassment Office, the Women's Centre, the Simone de Beauvoir Institute and other offices and units that are supportive of women's issues and concerns.
18. The Department of Human Resources should provide better and clearer information about job options and career development.
19. The University should establish career counselling.
20. The Department of Human Resources should develop a policy on training that includes measures to improve access to training.
21. The Department of Human Resources should develop management training courses.
22. The University should provide specialized training for women, especially in non-traditional areas.
23. The University should create programmes and develop courses on interviewing skills and résumé writing to encourage and assist female administrative and support staff to move into management areas.
24. The University should allow administrative and support staff to take courses or job training during the workday whenever feasible.
25. The University should offer both English and French as second language courses during work time.
26. Efforts should be made to identify and recruit qualified internal women candidates for all jobs, but especially in job categories where women are under-represented.
27. The University should strive for 50% representation of women in all job categories.
28. In areas of work where women have traditionally been under-represented (eg, Physical Plant) the University should establish apprentice programmes especially for women. In order to attract internal candidates for such a programme, the University should guarantee the apprentices' job security for the period of training and probation.
29. Once the availability analysis is completed, the University should set nu-

merical objectives for the hiring of women in under-represented areas.

30. The Department of Human Resources should ensure that job qualifications and experience requirements are not excessive and are job-related.

31. Search committees should actively seek and interview qualified women candidates.

32. All positions should be posted.

33. All selection criteria must be fair, unbiased and decided upon prior to the examination of résumés. Selection committees should establish relative weights assigned to various selection criteria, and discuss and define equivalences prior to the interview.

34. All units should have women (at least one) on hiring committees. If there are no women employed within the department/unit, a female employee from another area and/or from the exterior work force should be appointed to the hiring committee.

35. Selection committees should use a consistent interview pattern.

36. All departments should document the search process including a justification for the candidate.

37. The Department of Human Resources should review all tests used and ensure they are predictive of job success.

38. The University should develop a performance appraisal system.

Appendix A CONCORDIA UNIVERSITY'S EMPLOYMENT EQUITY POLICY

The following is the text of the Employment Equity Policy that was approved by the Board of Governors in September 1986. The policy affirms Concordia's commitment to providing a workplace free of systemic discrimination.

INTRODUCTION

Employment equity can be defined as employment practices designed to eliminate discriminatory barriers that interfere unreasonably with employment options, and to provide access to the fullest opportunity to exercise individual potential.

The University will not under any circumstances permit employment practices and procedures in contravention of the *Québec Charter of Human Rights and Freedoms, 1986* which prohibits discrimination and harassment on the grounds of race, colour, sex, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap. (ref. Chapter 1.1, article 10) The University's Human Resources Department can provide clarification concerning the application of the legislation and policy in any particular circumstance.

The University affirms its commitment to equal opportunity in employment in that all present and potential university employees shall receive equitable treatment and consideration. For present university employees, this includes access to preparation and opportunities for transfer, promotion, and advancement within the University. This commitment is consistent with good management practice for long-term planning, effective use of human resource potential, and the recognition of individual merit and achievement.

OBJECTIVES

The objectives of the Employment Equity Policy are:

- To regard individual merit as the prime criterion for the treatment of present university employees and the employment of prospective university employees.
- To ensure that all university employees are encouraged to develop their abilities and aspirations without being subject to discrimination and harassment, and without barriers which may result, however unintentionally, from policies, behaviour, or attitudes.
- To achieve a more heterogeneous distribution and balance (for example with respect to gender and minority groups) in employee complement across ranks, job levels, and employment categories.

IMPLEMENTATION

A) The University will take the following steps to act on its commitment and concern:

- Communicate this policy, and programmes and procedures that will be developed under it, to all university employees.
- Foster and endorse behaviour that advances employment equity;
- Examine and as necessary alter any policies and practices that have the result of unreasonably preventing or limiting the provision of equality in employment in hiring, promotion, remuneration, training, professional development or working conditions;
- Recognize, addition educational qualifications, other forms of training and skills gained through experience and a record or accomplishment in other endeavours;
- Monitor University documents and other official communications to ensure that they are free of discriminatory language and sex-role or other stereotyping.

B) While remaining alert and sensitive to the issue of employment equity for all, the University has an immediate and special concern with the role and experience of female employees. Without diluting its commitment to individual

merit as the prime criterion, the University will undertake a number of positive initiatives in the short-term to enhance and diversify the participation of women.
These will include:

- identifying and analyzing employment categories and organizational units in which women are significantly over or under-represented and setting of the goals to redress the situation;
- improving development opportunities to assist qualifiable women to compete on equitable terms for available positions;
- seeking out well-qualified women to enlarge the pool of potential candidates for recruitment and promotion into employment levels and categories in which females are currently under-represented;
- the recommendation of the Search Committee will include a report outlining what efforts have been made to attract women candidates and have them considered;
- insuring that all university sub-contractors are aware of and adhere to the University Employment Equity Policy.

C) The results of initiatives undertaken pursuant to a) and b) above will be documented and reported to the Rector on a regular basis to measure progress toward approved goals and objectives consistent with the spirit of this Policy.

D) The Vice-Rector, Institutional Relations and Finance is responsible to the Rector for the administration of this policy.

Appendix B
OBJECTIVES OF THE EMPLOYMENT EQUITY PROGRAMME AT CONCORDIA UNIVERSITY

(including measures, time frames and responsibility) from the Federal Contractors Programme Compliance Review and Work Plan, March and July 1991. Please note that this programme includes **aboriginal peoples, visible minorities, persons with disabilities, and women as designated groups.**

Objective 1.

To inform the University community about and sensitize it to the objectives of the Employment Equity Programme and policy at Concordia University and to emphasize the University's commitment to full implementation.

- Develop a communications strategy to increase the awareness of Employment Equity at **Concordia University** (This may include, for example, publishing articles on Employment Equity in the **Concordia Thursday Report** and developing an information kit on Employment Equity that can be used both within the University and for outreach recruitment.)
  Responsibility: Employment Equity Office, Public Relations and Marketing/Communications
  Schedule: Fall 1991, and ongoing
- Make presentations to deans, directors, unit heads and chairs on Employment Equity.
  Responsibility: Employment Equity Coordinator
  Schedule: Fall 1991
- To work with departments and areas in developing action plans to address the specific areas of under-representation.
  Responsibility: Employment Equity Office
  Schedule: Ongoing
- Organize meetings with unions and employee associations to discuss Employment Equity.
  Responsibility: Employment Equity Office
  Schedule: Annually, and as needed
- Publish the revised Employment Equity policy in the **Concordia Thursday Report** twice a year.
  Responsibility: Employment Equity Coordinator
  Schedule: Fall and Spring annually
- Distribute the revised Employment Equity policy to all employees.
  Responsibility: Human Resources
  Schedule: Fall 1991, and as needed
- Include a copy of the policy in the information given to all new employees and in the forthcoming employee handbook.
  Responsibility: Human Resources
  Schedule: Fall 1991, and as needed

Objective 2.

To improve and provide a safe, secure and comfortable working climate for female employees so that they can participate fully in the life of the University.

- Establish an Office on the Status of Women and a University Status of Women Committee.
  Responsibility: Rector's Office and Status of Women Advisor
  Schedule: Completed, and ongoing
- Establish a Task Force on Multiculturalism.
  Responsibility: Vice-Rector, Institutional Relations and Finance
  Schedule: Completed, and ongoing
- Establish a Women's Centre.
  Responsibility: Vice-Rector, Services
  Schedule: Completed, and ongoing
- Establish a Women's Studies Programme at the Simone de Beauvoir Institute.
  Responsibility: Vice-Rector, Academic and Principal
  Schedule: Completed, and ongoing
- Review and revise the Sexual Harassment Policy.
  Responsibility: Vice-Rector, Institutional Relations and Finance
  Schedule: Completed (May 1990)
- Hire a Sexual Harassment Officer.
  Responsibility: Vice-Rector, Institutional Relations and Finance
  Schedule: Completed (Fall 1990)
- Publicize the newly revised Sexual Harassment Policy.
  Responsibility: Sexual Harassment Officer
  Schedule: Spring — Fall 1991
- Develop guidelines for gender-balanced communication.
  Responsibility: Vice-Rectors, Academic and Institutional Relations and Finance
  Schedule: Fall 1991

Objective 3.

To increase the representation of female employees in Abella categories where under-represented.

- Set numerical goals for the recruitment and selection of female employees.
  Responsibility: Employment Equity Office
  Schedule: Spring 1991, and ongoing
- Develop training programmes particularly in the areas where women are under-represented.
  Responsibility: Employment Equity Office and Training
  Schedule: Fall 1991, and ongoing
- Develop goals for the training and promotion of female employees.
  Responsibility: Employment Equity Office and Training
  Schedule: Winter 1992
- Encourage female employees to participate in training and career development programmes.
  Responsibility: Training and Employment Equity Office
  Schedule: Winter 1992, and ongoing
- Develop training workshops on multiculturalism, integrating women in the trades and employees with disabilities.
  Responsibility: Training
  Schedule: Fall 1991, and ongoing
- Negotiate Employment Equity clauses into collective agreements and undertake to remove any inequities and barriers to the implementation of Employment Equity.
  Responsibility: Vice-Rector, Institutional Relations and Labour Relations Office
  Schedule: When negotiations are open
- Develop a statement for job advertisements both internally and externally

that indicates Concordia University's commitment to Employment Equity for the four designated groups.
Responsibility: Office of the Rector
Schedule: Completed (February 1991)

- Develop workshops on fair hiring practices and proactive recruitment.
  Responsibility: Human Resources and Employment Equity
  Schedule: Fall 1991 — Winter 1992
- Review job descriptions and analyse job qualifications to ensure they are essential to the job and do not have adverse impact on women.
  Responsibility: Human Resources
  Schedule: Spring 1991, and ongoing
- Actively participate in proactive recruitment for female employees.
  Responsibility: Human Resources and Employment Equity Office
  Schedule: Fall 1991, and ongoing

Objective 4.

To remove any policies and practices that can be seen as systemically discriminatory.

- Complete review of University-wide employment systems including policies, procedures and practices that may have an adverse impact on women, and then institute remedial measures.
  Responsibility: Employment Equity Office and Human Resources
  Schedule: Summer 1991
- Prepare a guide for faculty and unit employment systems reviews based on the University-wide review.
  Responsibility: Employment Equity Office and Human Resources
  Schedule: Fall 1991
- Undertake faculty and unit employment systems reviews examining policies, procedures and practices that may have an adverse impact on women.
  Responsibility: Deans, Directors and Unit Heads
  Schedule: January — April 1992

Objective 5. Develop mechanisms to monitor and evaluate Employment Equity at Concordia University.

- Institute a system of applicant tracking for administrative and support staff.
  Responsibility: Human Resources
  Schedule: June 1, 1991
- Set up a system to track changes in the status of **Concordia University**'s workforce; i.e., flow data, promotions, transfers, terminations, etc.
  Responsibility: Employment Equity Office and Computing Services
  Schedule: ongoing
- Implement a skills index on training in order to identify women who have the skills for a particular job.
  Responsibility: Training
  Schedule: Fall 1991
- Review the goals and objectives of the Employment Equity work plan annually, and revise as necessary.
  Responsibility: Employment Equity Coordinator
  Schedule: April — May annually
- Provide an annual report to the Vice-Rector, Institutional Relations and Finance on Employment Equity and publish it in the **Concordia Thursday Report**.
  Responsibility: Employment Equity Office
  Schedule: June 1 annually

Appendix C CHECKLIST FROM EMPLOYMENT SYSTEMS REVIEW GUIDE TECHNICAL TRAINING MANUAL ON EMPLOYMENT EQUITY — MODULE 3,

published by Employment and Immigration Canada. For further information and details, please consult the appropriate sections of the **COMPLIANCE REVIEW REPORT**, April 2, 1991.

RECRUITMENT

1. Are job postings and bulletin boards accessible to all employees including those who may work in branch offices or may be disabled? YES.
2. Does the job posting accurately emphasize the qualifications and duties most central to the job? **YES**.
3. Are skill components broken down to reflect actual job requirements? **YES**.
4. Is someone who is familiar with the day-to-day functions of the job available to provide prospective applicants with the information? **YES**, the recruiting officer from Human Resources can do this. They do an in-depth inquiry into the day-to-day functions of the job as well as provide information from the exit interview.
5. Do advertisements for positions include a statement indicating that you are an "Employment Equity Employer"? **YES**.
6. Is the language used in job postings and advertisements checked for gender and cultural biases? Job postings and advertisements are checked for gender bias but not for cultural bias.
7. Is "experience" asked for as opposed to "Canadian experience"; "university education" rather than "degree from Canadian university"? **YES**, however, in the case where a professional accreditation is necessary, the Canadian professional standard is included.
8. Is illustrated material used in recruiting checked for gender and cultural biases? **NO**, we do not use illustrated material.
9. Have Human Resources staff received training with respect to human rights and other employment-related legislation? **YES**, all the employment officers receive this training but the front-line staff on the reception desk do not.
10. Have up-to-date human rights and other legislation and information been used in preparing the job application forms? **YES**, the forms used in Human Resources have but the forms used in the library system need to be reviewed and updated.
11. Is the Human Resources Department accessible to people with disabilities? **YES**, the offices are accessible but the washrooms are not.
12. Are provisions made in the interviewing process to accommodate persons with disabilities? **NOT APPLICABLE**, this has never happened but staff at Human Resources would be prepared to make such accommodations.
13. Do job descriptions/advertisements specify the physical demands of the job based on a physical demands analysis? Job postings do indicate the physical demands of the job. Physical demands are listed on the job postings when appropriate. There are pre-employment physical exams for jobs in Physical Plant, labs, Security and as computer operators.

SELECTION

1. Are front-line staff (e.g., receptionists) and interviewers familiar with human rights and other employment-related legislation? **YES**, all the employment officers receive this training but the front-line staff on the reception desk do not. In addition, for the last year, employment officers have been involved in the on-site interviews within the various departments. The purpose of this is to help the hiring department in proper interviewing skills and techniques as well as to ensure that human rights and employ-

ment-related legislation are respected.

2. Are managers and interviewers aware of the organization's Employment Equity philosophy and goals? **NO.**
3. Is the selection process, including interviews, fully documented? **YES.**
4. Are efforts made to include designated group members on the interviewing teams? Only women, not the other designated groups.
5. Are tests validated for job-relatedness? **YES.**
6. Are tests examined for gender and racial biases? **NO.**
7. Are tests administered by trained personnel? **YES.**
8. Are testing conditions standardized? **YES**, there are warm-up and actual tests in both English and French typing.
9. Is the testing facility accessible to wheelchair users? **NO.**
10. Are test materials available in various media to accommodate applicant's needs? **NO.**
11. Are procedures for reference checks standardized? **YES**, the employment officer performs the reference checks usually only for the final candidate.

TRAINING

1. Does your organization have a training and development policy? **NO**, the Training Unit is currently developing a training policy.
2. Are all employees aware of the organization's training and development opportunities? **YES,** every fall the training programme is advertised in a supplement to the **Concordia Thursday Report** and will be repeated annually.
3. Do all employees have access to training and development opportunities? **YES.**
4. Have you ensured that there are no restrictions to training opportunities based on occupational levels and earnings? **NO.**
5. Are training centres accessible to disabled persons? **NO**, but training can be offered, if need be, in rooms other than the training room.
6. Do employees have access to in-house or company-paid career counselling? **NO**, Guidance Services has a package of career counselling and testing available for employees for a set fee. The guidance counsellors will also see individuals by appointment.

UPWARD MOBILITY

1. Have you identified formal lines of progression or career paths for each occupational group? **NOT YET**, this is the second stage of the Job Evaluation Programme.
2. Has this information been made available to all employees as part of a career counselling or performance appraisal session? When this aspect is complete, it will be made available to all employees.
3. Are there entry level jobs in each job category from which employees have the opportunity to advance? **YES.**
4. Are there established criteria to select employees for upward mobility opportunities? **NO.**

Job Evaluation Programme

1. Have you eliminated the use of "market value" as a key criterion in your Job Evaluation Programme? **YES**, the Job Evaluation Programme focuses on job content. Market value, however, continues to be a criterion, but one of many. The major focus is job content.
2. Does your Job Evaluation Programme incorporate pay equity principles in order to eliminate gender-based pay discrimination? **YES**, the system is as free of gender-bias as possible.
3. Are you confident that your company could pass a pay equity compliance review? **NOT APPLICABLE.**

COMPENSATION SYSTEM

1. Have pay ranges been established for all jobs? **YES**, except for some 30 jobs covered by the Board of Governors Senior Salaries Committee. All other jobs, both unionized and non-unionized, have established pay ranges and scales.
2. Are your company's pay scales publicized or accessible to employees? **YES,** except those positions covered by the Board of Governors Senior Salaries Committee.
3. Are you confident that any existing pay differentials are based on such factors as skill, effort, responsibility and working conditions, and not on sex or race? **YES.**
4. Is your organization's compensation system based on pay equity or equal pay principles, as determined by applicable provincial legislation? **YES.**
5. Would your company be able to pass a pay equity compliance review, where pay equity legislation applies? **NOT APPLICABLE.**

BENEFITS

1. Are you confident that the policies and practices governing your benefits system are equity-based and are in compliance with applicable legislation? **YES.**
2. Is there an effective communication plan in place to ensure that the employees receive relevant and timely information concerning the organization's benefit plans? **YES.**
3. Are benefits available to part-time employees on a pro rata basis? Both health and pension plan programmes are available to permanent part-time employees. There are no benefits available to non-permanent part-time employees.
4. Are requests for non-majority religious holidays accommodated? **YES.**

CONDITIONS OF EMPLOYMENT

1. Are your workplace rules applied consistently? **YES.**
2. Is your working environment hospitable to designated group members? **YES.**
3. Do your conditions of employment allow for "reasonable accommodation" of differences among employees? **YES.**
4. Are employees informed of their protection against sexual harassment under University governance? **YES.**
5. Does your organization have a policy on sexual and other forms of personal harassment? **YES,** there is a policy on sexual harassment and the Code of Conduct, Non-Academic for other forms of personal harassment.
6. Has this anti-harassment policy been communicated to all supervisors and employees? **YES.**
7. Does your organization have a health and safety committee? **YES.**
8. Is the work site available to employees with disabilities? Newer parts of the University are accessible and this is definitely an issue being addressed in any new construction and renovations.

   The University is committed to the principle of reasonable accommodation.
9. Are washroom and cafeteria facilities accessible to persons with disabilities? The cafeteria facilities are accessible and there are accessible washrooms in the newer parts of the University.
10. Does your organization have provisions for making technical aids available to workers with disabilities? **YES**, the Office for Disabled Students has these facilities for students and can provide them for employees.
11. Does your organization have a policy on the health and safety aspects of VDT's and other potentially hazardous business equipment? **YES.**

LAY-OFF, RECALL, DISCIPLINARY ACTION AND TERMINATION SYSTEM

1. Are lay-off and termination decisions based on clearly defined, job-related and objective criteria? **YES.**
2. Have your company's employees been provided with information on the organization's policies and procedures respecting lay-off, recall, disciplinary action and termination? **YES.**
3. Does management in your company follow an established procedure when taking disciplinary action against an employee? **YES.**
4. Does your company provide counselling and/or rehabilitation programmes to employees? **YES.**
5. Do all employees have access to employer-sponsored employee assistance programmes? **YES**, this programme will be inaugurated in Fall 1991.

6. Are formal exit interviews conducted to determine the reason(s) for voluntary employee terminations? **YES.**

QUALITATIVE GOALS EMANATING FROM THE CHECKLIST

RECRUITMENT

1. Consult with appropriate areas and unions to develop appropriate remedies for under-representation of female employees.
   Responsibility: Employment Equity Office and Human Resources
   Schedule: Fall 1991, and ongoing
2. Negotiate and come to an agreement about numeric goals and objectives of Employment Equity.
   Responsibility: Employment Equity Office, Human Resources and Unions
   Schedule: Ongoing
3. Supplement traditional external recruitment using associations and newspapers that represent designated groups in order to attract applications from a diversified pool.
   Responsibility: Human Resources and Academic Departments
   Schedule: Fall 1991, and ongoing
4. Develop a workshop on the University's commitment to Employment Equity for senior administration and managers to make them aware of the philosophy and initiatives.
   Responsibility: Employment Equity Office
   Schedule: Fall 1991
5. Develop workshops for front-line employees on Employment Equity and human rights legislation.
   Responsibility: Human Resources
   Schedule: Fall 1991
6. Review employment application forms from the libraries and make appropriate changes.
   Responsibility: Library Administration and Human Resources
   Schedule: Summer 1991

SELECTION

1. Conduct an accessibility survey and create a database.
   Responsibility: Office of Disabled Students
   Schedule: Summer 1991
2. Develop services for the disabled or non-literate job applicants (tapes, transcription services, etc.).
   Responsibility: Human Resources and Office for Disabled Students
   Schedule: Fall 1991, and ongoing
3. Develop a brochure in fair hiring policies and interviewing procedures.
   Responsibility: Employment Equity Office and Human Resources
   Schedule: Winter 1992
4. Review job criteria on an ongoing basis to ensure that education and experience requirements are not excessive but job-related.
   Responsibility: Human Resources
   Schedule: Ongoing
5. Review all tests for job predictability and adverse impact on female administrative and support staff and modify as necessary. In particular, review all tests for gender and racial biases and eliminate such biases. Renovate the testing area so that it is accessible to wheelchair users.
   Responsibility: Human Resources and Employment Equity Office
   Schedule: Fall 1991

TRAINING

1. Develop and publicize a training policy.
   Responsibility: Training and Human Resources
   Schedule: Fall 1991
2. Develop an Employment Equity statement for the training manual that also states training can be available in rooms that are easily accessible to persons with disabilities.
   Responsibility: Training
   Schedule: Summer 1991
3. Develop training materials on tapes and in Braille format as warranted.
   Responsibility: Training
   Schedule: As warranted
4. Encourage managers to support staff in training and career development opportunities.
   Responsibility: Employment Equity Office and Training
   Schedule: Winter 1991
5. Survey managers and employees to determine who seeks and actually obtains training.
   Responsibility: Training
   Schedule: Summer 1991
6. Develop a proposal for career counselling.
   Responsibility: Training
   Schedule: Summer 1991
7. Review training materials for sexist, racial and gender biases and eliminate such biases.
   Responsibility: Training and Employment Equity Office
   Schedule: Fall 1991
8. Develop training in Employment Equity, working with the disabled employee and multiculturalism.
   Responsibility: Employment Equity Office, Office for Disabled Students and Task Force on Multiculturalism
   Schedule: Fall 1991 — Winter 1992

UPWARD MOBILITY

Career progression and movement rules are to be developed as a further step in the Job Evaluation Programme; however this has been placed on hold because of the ongoing certification of the support staff. When developed, Employment Equity principles will be included.

JOB EVALUATION PROGRAMME

With the first stage in the Job Evaluation Programme completed, it appears that Employment Equity principles have been respected and that no further steps need be taken in this area.

COMPENSATION

1. Review salaries by department, occupational group and designated group status to see if systemic discrimination exists.
   Responsibility: Employment Equity Office and Compensation
   Schedule: Winter 1992

BENEFITS

1. Consider extending prorated coverage to part-time employees.
   Responsibility: Human Resources and Benefits
   Schedule: Winter 1992
2. Develop benefits information in French as well as on tapes and in Braille.
   Responsibility: Benefits
   Schedule: Winter 1992

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FOR INFORMATION ON EMPLOYMENT EQUITY AT CONCORDIA

Contact Kathleen Perry, Employment Equity Coordinator, K-120, local 8749.

Meetings to discuss this report's findings will be announced in an upcoming issue of *Concordia's Thursday Report*.